

ABSTRACT

This study investigates the use of teachers' oral corrective feedback and students' preferences in improving speaking skills at SDN Wonorejo 274 Surabaya, SMPN 1 Surabaya, and SMAN 5 Surabaya. The investigation of corrective feedback at the three different schools is aimed to find out whether or not there is any similarity or difference across these three different settings. Through a qualitative method, the study found that 1) Explicit oral corrective feedback was the type of oral corrective feedback which was mostly used by the teachers of the three schools to their students. 2) When providing oral corrective feedback, the teacher offers corrective feedback primarily after students practice speaking, for only one or several erroneous aspects in students speaking performances, and gave the feedback to the whole students in the class rather than individually. 3) Students and teachers possess positive perceptions regarding the use of oral corrective feedback provided. 4) Explicit corrective feedback is the type of feedback preferred by students from the three schools. 5) Most of the students would like to be given feedback right after they speak, for every erroneous aspect in their speaking performance, and would prefer teachers to provide oral corrective feedback to the whole class rather than privately. This study is expected to enrich the research in the field of teaching and learning of speaking English in the EFL context.

Keywords: correction, oral corrective feedback, speaking, preference